**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: Converting Metric Units (Karen Pederson, Lori Hatton)**  **The Envision Lesson: 14-5** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Gather pictures of birds of all kinds and sizes | Length: cm, m, mm  Capacity: L  Mass: kg, g |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| *Start Lesson by asking students how a bird could be measured. Discuss.*  *Explain birds are often measured by “wingspan.” It’s the distance from wingtip to wingtip. Ask students to share what the wingspan was of the biggest bird that they have ever seen.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? *With a metric ruler and a strip of paper, tell the students to mark off X cm, X mm, and a meter to review vocabulary.* 2. How will you provide multiple opportunities for vocabulary to be used in context? Use correct vocabulary throughout the lesson. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. *Ask for a volunteer to help measure the teacher’s wingspan in cm’s and m’s. Demonstrate how to measure by thinking aloud. Record measurement for conversion later.* 2. *Pair students together to measure their own wingspans. Record measurements in math journals.* 3. *Ask students to look at their two measurements. Discuss what they notice about the two numbers. If necessary use questioning to guide thinking towards either multiplying or dividing by 100.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. Show Envision Video: stop to take notes in math journal as important info is shown. 2. Show a chart with equal measurements between mm, cm, and m. After discussing multiplying and dividing between each measurement, cover some and have the students decide what the answer is under the cover. Have students explain how they arrived at their answer. 3. Explain that you don’t always have to measure for cm and then again for m. You can simply convert. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Review the 10 rule. Teacher demonstrates thinking and steps to convert measurement for Guided Practice #1 and #2. 2. Divide the class in half and one side completes odds (#3 & #5) and the other evens (#2& #4) in math journals. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| 1. Independently, students complete #6 and get it checked by the teacher. If correct, student goes on to assignment, if not waits for intervention with teacher. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES) | |
| For fast finishers, students will work on Center Activity 14-5. | |
| **HOMEWORK** | |
| Assignment: Page 356-357, 9-26. What isn’t completed in class, becomes homework. | |